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ABSTRACT

The Urban Educational Researchers' Training Institute (UERTI) was designed to train school personnel in the process of educational research, design, evaluation, and dissemination. Its objectives were: (a) to test an inservice training model in educational research and evaluation, (b) to provide intensive research experiences for persons employed in school systems in urban communities and in college programs that offer supportive skills for low-income students, and (c) to act as a stimulus in building research training capacities in a predominantly black univeristy. Participants in the training institute wer chosen to represent diverse ethnic and cultural groups in our society. The model consisted of three components: (a) the use of the trainees' local data as a vehicle for inservice research training in design, data processing, statistics, and evaluation report writing; (b) the clustering of trainees from different educational programs with similar objectives to facilitate the offerings of local siminar groups and to provide mutual support for the trainees and gathering of data that has generalizability to other school systems; and (c) the incorporation, within the research process, of sensitivity to the black and other minority prospectives. (Author/HMD)

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FINAL REPORT

PROJECT NO. OEO-O-72-2471
GRANT NO. Sw R PG 1735

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Howard University
School of Social Wo.
Washington, D.C. 2005

URBAN EDUCATIONAL RESEARCHERS TRAINING INSTITUTE

January, 1974

U.S. Department of Health, Education, and Welfare

National Institute of Education

National Center for Educational Research and Development

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ACKNOWLEDGMENTS

The splendid cooperation of several school districts and college departments made this project possible. They allowed their staff sufficient time to attend the on-campus sessions, provided access to students and faculty, and welcomed project staff. Our thanks are gratefully extended to the school systems in Bronx, N.Y., Mobile, Alabama, Norfolk, Va., and Washington, D.C., and to A & T State University, North Carolina Central University, and Queens College.

Coordination and supervision of the trainees in their local schools were provided by Dr. Joseph Martin and Dr. Fariyal Ross-Sheriff. Often working under the inconvenience of traveling to the different sites, they willingly provided an all-central coordinating element for the project.

Special thanks are extended to Dr. Betty Morrison of the College of Education, University of Michigan. She provided the crucial element of experience and guidance to the directors, and provided the instruction in design and statistics for the trainees.

The directors gratefully acknowledge the essential assistance in computer analyses that were provided by Dr. Joseph Teresa, of the School of Social Work at Michigan, and Mr. Moore of the Computer Center at Howard. Both of them extended themselves, often at personal sacrifice in working with the trainees and with their data.

We appreciate the flexibility, dependability, and plain hard work that the research assistants Gayle Weaver and Willetta Pipes contributed to the project, along with several other Howard students who worked at various tasks over the two-year period.

Finally, the directors give thanks to Mrs. Mildred Hall, the Administrative Aide, for she valiantly worked with us to surmount the seemingly endless problems faced in mounting, implementing, and completing this Institute at Howard University.

John McAdoo
Harriette McAdoo

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
LIST OF APPENDICES	iv
OVERVIEW OF TRAINING MODEL	1
RATIONALE FOR TRAINING PROGRAMS	3
RELEVANCY OF TRAINING PROCESS	4
LIMITATION TO SPECIFIC INTEREST AREAS	4
MODEL RATIONALE	6
OBJECTIVES FOR PROJECT STAFF	7
OBJECTIVES FOR TRAINEES	7
INSTITUTE PARTICIPANTS	9
CRITERIA FOR TRAINEE SELECTION	11
TRAINEE COMPOSITION	13
PARTICIPANT DEMOGRAPHIC DATA	14
MAJOR ACTIVITIES OF UERTI	16
Module 1: Establishment of UERTI	16
Module 2: Recruitment of Trainees	16
Module 3: Development of Curriculum	17
Module 4: Campus Session I	18
Module 5: Design and Implementation	18
Module 6: Campus Session II	18
Module 7: Implementation	19
Module 8: Campus Session III	19
Module 9: Data Processing and Analysis	20
Module 10: Campus Session IV	20
ADMINISTRATIVE ARRANGEMENTS	22
FINANCIAL COMMITMENTS	22
GRADUATE ACADEMIC CREDIT	22
PROJECT ORGANIZATION	23
SUMMARY OF CREDIT HOURS AND CLASS TIME	24

TABLE OF CONTENTS (Cont.)

	Page
LIVING ACCOMMODATIONS	25
EVALUATION OF UERTI	26
DATA COLLECTION	26
RESEARCH COMPETENCE	27
ATTITUDES TOWARDS RESEARCH	29
IMPLEMENTATION OF MODEL	30
SENSITIVITY TO BLACK RESEARCH	31
FOLLOWUP: IMPACT OF UERTI	31
INSTRUCTION	31
Organization	32
Instruction Preferred	32
Material Covered	32
Communication	32
ASPIRATIONS FOR ADDITIONAL TRAINING	33
IMPACT ON JOB	33
PREFERRED TRAINING FORMAT	35
SIGNIFICANT EVENTS OF PROJECT	37
SUMMARY	39
IMPACT OF UERTI ON HOWARD	39
RECOMMENDATIONS FOR FURTHER MINORITY RESEARCH TRAINING	40

OVERVIEW OF TRAINING MODEL

The Urban Educational Researchers' Training Institute (UERTI) was designed as an alternative model of training school personnel in the process of educational research design, evaluation and dissemination. This model does not remove the educator from his home school system for an extended period of time, as is often done in training programs, nor is it totally dependent upon consultants going out from the University to work and train them on the job. It attempts to combine the strong points from each model. Trainees (Ts) are removed from their home schools for short intensive training, which is then followed up with monthly supervision of consultants.

This model, designed compatible to the normal school year, affords a maximum of research instruction and support on the job, while affording a minimum of job discontinuity. Instruction in design, statistics and data processing incorporates data from each of their own systems, ensuring high interest levels of the Ts in the proceedings.

The objectives of the Urban Educational Researchers' Training Institute (U.E.R.T.I.) were (1) to test an in-service training model in educational research and evaluation; (2) to provide intensive research experiences for persons employed in school systems in urban communities and in college programs designed to provide supportive skills for low income students, and (3) to act as a stimulus in building research training capacities in a predominantly Black University.

The institute was interdisciplinary in nature. It was mounted in the School of Social Work, working closely with the office of the Academic Vice-President, and with the close cooperation of the new School of Education.

Consultants were drawn from the disciplines of educational measurement, educational psychology, sociology, psychology, and social-psychology.

The alternate model proposed had three components: (1) the use of trainees' local data as the vehicle for the provision of in-service research training in research design, data processing, statistics, and evaluation report writing; (2) the clustering of trainees from different educational programs with similar objectives to facilitate the offerings of local seminar groups and to provide mutual support for the Trainees and gathering of data that has generalizability to other school systems; and (3) the incorporation, within the research process, of sensitivity to the Black and other minority perspectives.

Participants who were actively involved in designing, evaluating, and directing research and developmental programs in educational programs within the urban community were chosen to represent diverse ethnic and cultural groups in our society.

RATIONALE FOR TRAINING PROGRAMS

The need for more effective evaluators has been well documented in the report by the American Institutes for Research in the Behavioral Sciences (Palo Alto, California)[1], in which over 1,200 evaluation reports from various precollege compensatory programs from 1968 for disadvantaged children were reviewed. Five hundred programs were selected that had the minimum components of a successful program, of which 326 were willing to cooperate in the study. Only 3.1% of the 326 programs were actually found to be successful. Of those rejected, 21% had unavailable evaluation reports. The remaining 79% were rejected for inadequacies of methodology (43.1%) or evaluation (36.8%). The methodoligical weaknesses found were either inadequate sampling of disadvantaged children or the failure to select adequate measuring instruments. The evaluation deficiencies consisted of lack of statistical and educational significance. More than 13% were rejected because they had "incomplete, totally clear, or poorly designed evaluations."

The lack of skill in evaluating educational programs is widespread, and even more serious for those who are concentrating on programs established for the minority or the urban schools. This model was developed to begin to meet some of these needs. Not only will the model be suitable for University or teacher training institutions, but it can easily be transported for use by a large city school system for its own employees, or to a state department of education for educators representing various school systems. Participants were expected to master research skills within the socio-cultural setting in which they work.

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[1] Education News Services, Vol. 3, No. 22, October 27, 1971, p. 2. Capitol Publications, Inc., Washington, D.C.

RELEVANCY OF TRAINING PROCESS

One of the criticisms of students in research and design courses was that the classroom materials are not relevant to the research problems in the real world. Another criticism often voiced by students in traditional research courses was that they often forgot what they learned in the course when confrtoned with a research project on their jobs. One method of adjusting the research curriculum to answer these criticsms is to have them become involved in research projects while they are learning about research design. Therefore this project focussed upon training persons in the field who were actually assigned to design and carry out research tasks in educational settings and providing them with skills and techniques to help them - "learn by doing" - do a more effective and effecient job in evaluating educational programs.

LIMITATION TO SPECIFIC INTEREST AREAS

Consumers of research complain that much research is too specific to be generalized to the types of problems and children with whom they are dealing. At the same time, researchers complain that school systems do not allow them to obtain sufficient data or exercise tight enough controls in order to do more global research. It is evident from the literature that one can support practically any hypothesis one wishes, because much of the data are not based on sound theoretical rational and are operationalized in many different ways.

One solution to the problem of lack of generalizability would be to design a training program that would consolidate 15 or 20 research projects into 3 or 4 and still allow them to have a uniqueness of their own. It

would have the advantage of comparing different educational settings using the same instruments and materials. Many of the research projects chosen by our participants had the same goals and objectives. Thus we hope to generalize our findings by comparing these groups from different states.

MODEL RATIONALE

The rationale for designing a model for Urban Researchers was threefold: (1) there is a significant lack of well-trained researchers to design and evaluate urban and minority educational programs; (2) there is a dire need for researchers trained to be sensitive to the Black perspective and urban and/or minority experiences within the total community; and (3) the opportunities for developing such perspectives, and encouraging Black and other minority educators to develop research skills, can more successfully be achieved within the context of a Black institution that is attempting to meet the needs of the Urban community. Attempts were made to meet the criticism that much research has been done on the Black urban communities rather than for them to answer their pressing educational questions.

This model was proposed for research training to ask two specific questions. First, can researchers and evaluators be trained more effectively if they are working on specific problems that are related to the problems in their own professional employment? And second, is it possible to build a research model that incorporates research and evaluation projects similar in focus, but geographically diverse to produce more generalizable results while still preserving the uniqueness of their original projects?

OBJECTIVES

The objectives for the project staff were:

a. To develop a format for interdisciplinary in-service instruction in research and development.

b. To develop instruments for in-service guidance and support, in research design and data analysis, for Ts that are suitable for off-campus setting.

c. To provide continuous in-service support during the school year's training process, through the use of weekend sessions, monthly contacts, and conference phone conversations, and visits by the researcher.

d. To develop evaluation instruments for Institute training procedures, to allow for continuous feedback from T and for followup of T's application of new skills within his own community.

e. To disseminate institute approach, design, and evaluation to institutions interesting in replicating the pilot study.

The objectives for the trainees were:

a. To formulate a design of research based on the natural school year within his home community.

b. To identify problems or programs within his school system that will be evaluated at the end of the year.

c. To differentiate between valid and invalid research conducted in and about Blacks and ethnic minorities in education and community development.

d. To learn the fundamentals of research planning, data collection, data analysis, and data preparation appropriate to educational and community development.

e. To solve design problems, within an urban center, based on data of program or project for which the trainee has professional responsibility.

f. To conduct a year-long evaluation of his own program.

g. To use data processing skills, learned within the institute, to prepare, analyze, and present actual data from the trainee's community.

h. To write the year-end evaluation research report of professional caliber.

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CRITERIA FOR TRAINEE SELECTION

a. Education: A minimum of B.A. in some field related to education and social sciences.

b. Professional experience: Their present job should be that of directing, coordinating, or evaluating educational projects within the urban community. Participants were expected to have had experience in instruction and administration, and possible evaluation.

c. Ability level: Bright, aggressive, expansive persons were sought, for it is felt that they will be better able to incorporate their institute experiences and effect change within their own agency setting.

d. Previous statistical and research experience was not a requirement. It is expected that all may have been promoted to positions that require this training, but that the majority of the trainees had not received sufficient research training in the past. It was expected that the trainees would be highly motivated to learn in this situation, since they will be using their own data as part of the training process.

e. Ethnicity: First preference was given to minority group members working in urban centers (Blakcs, Puerto Ricans, Cubans). Second preference was given to persons working in isolated areas (Appalachian whites, Indians). Next preference was given to any person involved in working with educational programs that are directly serving Blacks and other minorities within urban settings.

f. Sex and Age: Attempts were made, not quite successfully, to equalize the numbers of males and females. No age restrictions were applied.

g. Geographic location: Participants were selected from the urban areas along the east coast. This limit has been placed in order to allow for closer supervision and direction once the trainee has returned to his own project.

h. Subject matter areas: It is expected that no more than three main areas will be covered, to facilitate the coordination of the research effort. A broad appeal was made through the various school systems, universities, and professional groups. The general subject areas that are anticipated, based on the interests that have been shown by educators who have been contacted in the immediate area, are Special Educational Programs, Early Childhood Development Projects, Reading Instruction, and Counseling and Social Work positions.

Selected applicants were invited on the condition that:

1. All phases of the program must be completed; and
2. Their school system or agency must give cooperation in allowing the participants to attend all sessions and to have access to student and institutional data.

TRAINEE COMPOSITION

Approximately 64 applications were received, of which 35 were able to meet our criteria. Twenty-two were selected for the final group, in which balance was attempted in age, sex, and race.

Original Selection	Changes in Status	No. of Trainees
July 1972	All on campus for 3 weeks;	22
	2 withdrew	20
Implemented Projects October 1972	1 withdrew - Director of Pre-School Programs, wanted to concentrate on doctoral dissertation at U. of Mich., used Institute experience as design of pilot study.	
	1 withdrew - focus of job changed, became more community oriented and did not allow time for planned evaluation project.	
	1 withdrew - job was eliminated by department. T enrolled in graduate school and asked to be included as student. He later dropped out of the project.	
Data collected begun October 1972	Job was eliminated from system and T was unable to continue as research assistant and use desired data. T wanted to stay in program if able to get permission to collect data in new assignment. T reentered program in late February. New position was terminated in June, but T continued to work on data collected in spring.	19
Satisfactory Progress made by Spring 1973	1 withdrew - with regret, because of the strain experienced as a result of husband's illness and pressures of the job.	18
Final Group, Late August 1973	1 withdrew - to enter full-time graduate school in another state.	17

PARTICIPANT DEMOGRAPHIC DATA

The trainees came from urban public schools and colleges with programs designed to meet the needs of ethnic minorities. The distribution of trainees for both the original and final groups are listed below:

		TRAINEES		STUDENTS	
		June '72	Oct. 73	June '72	Oct. '73
Sex	Male	5	3	2	2
	Female	17	14	1	1
Race	Black	20	16	2	2
	White	2	1	1	1
Sex-Race	Black male	5	3	2	2
	Black female	15	13	0	0
	White female	2	1	1	1
		22	17	3	3

The participants represented five school systems: Washington, D.C. (9); Mobile, Alabama (3); Norfolk, Virginia (3); New Rochelle, New York (1); and Bronx, New York (1), The public school trainees held the following positions:

Research & Planning Assistants --(9)

Instructional Leader & Staff Trainer --(3)

Counselor, Social Worker --(2)

Psychometrist --(1)

Director, Early Childhood --(1)

Special Education Resource Teacher --(1)

Of the five trainees employed in colleges, three were involved in developing reading programs for freshmen with special needs entering into predominantly Black colleges or under open enrollment, into a predominantly white collete. Two were directing the student teaching experience within a Black

University. The colleges presented were A & T State University, North Carolina Central University, and Queens College, New York.

Four geographic clusters were successfully established in the Washington, D.C. area (9), Virginia (3), North Carolina (4), Alabama (3), and New York City area (3). One Trainee from Michigan who was to be supervised by the coordinator and major consultant was included but dropped out after the first session.

MAJOR ACTIVITIES OF UERTI

The primary activities have followed the model as presented in the proposal, although truncated due to limitations of time during which the project has been activated. Many of the crucial lead-in activities were conducted, without funds, by the principal investigators before the grant was officially activated on July 11, 1972.

Module 1: Establishment of UERTI March - July 1972

Mounting of the grant within Howard was the prime effort. Logistics of staffing, space, equipment, and procedures were begun. Personnel were interviewed and obtained, and consultants contacted. Other units within Howard were contacted and cooperation obtained: Computer Center, housing, food services, parking and security, library, recreational facilities, College of Education, Departments of Political Science, Sociology, and Urban Engineering. Procedures to grant graduate credit were established.

Module 2: Recruitment of Trainees March - June 1972

Brochures were printed and mailed to: school systems in the east and southeast; members of the Black Focus group in the American Educational Research Association; former and present participants and directors of Office of Education (OE) sponsored training projects; minority caucus groups of social science professional organizations; and departments within the colleges located in the Washington, D.C. area. A copy of the brochure appears in Appendix A.

On the basis of only one mailing and telephone calls, many replies were received. Applications came from as far away as California, with the

response greater than expected. Several responses were received from persons wanting to participate but were limited because of job commitments and who wanted to keep in touch with progress of the project.

Criteria for acceptance were based on: (1) employment in an urban school system or an institution focusing on training minority or urban teachers; (2) geographic clusters to aid in supervision; (3) employment and/or interest in one of the five program areas of early childhood, special education, guidance and social work, reading programs and compensatory programs. All would have to be in positions from which they could be involved in research and evaluation projects directly related to their jobs. Permission to conduct a study would have to be obtainable from their supervisors and school systems.

Module 3: Development of Curriculum March - June 1972

Curriculum development was implemented by the Directors and the main consultant, Dr. Betty Morrison, by defining the objectives and content for the entire project and of the research process. Considerable time and effort was spent in defining these objectives. The training sessions were designed to meet these objectives. See Appendix B for the curriculum materials that resulted from this module.

The process was to be a learning experience in research and evaluation, designed around the problems of the trainees school systems. The end product would be a professional level document that would be of value to the local school or institution. Topics covered were: research and design evaluation within an urban system and college programs, designed to aid disadvantaged students; report writing; and data processing.

Module 4: Campus Session I July 24 - August 11, 1972

Trainees were involved in an intensive study and design experience involving research problems in educational programs while on the Howard campus. Competency tests in design of research design, statistics, and proposal writing, were given during the first session. Staff met with each Trainee individually and explored areas of strengths and weaknesses. Areas covered were: statistical analysis, bi-cultural orientation to educational research within the urban community; data collection and processing methods; and a research problem based upon T's program or school project. T's reviewed the literature, selected instruments, and completed proposals.

Module 5: Design and Implementation September 1 - December 31, 1972

T 's returned to their school systems. They sought final permission, made adjustments in the design as necessitated by individual circumstances, and contacted personnel to be involved in the process. Collection of the pretest data was initiated. A few collected enough data to begin coding data to be key punched.

Monthly contacts were made with the Ts by the Research Coordinator (RC) who filed progress reports. Ts were continually supplied with additional in-service help. Progress reports forms were filled out on T progress. Problems were followed up with telephone calls to the T if help was indicated. In cases of difficulty, directors visited the Ts to offer individual in-service help. Seminars were held with the trainees by staff members.

Module 6: Campus Session II October 6 - 8, 1972

All of the Ts and staff stayed together for a weekend in Washington, D.C. Oral progress reports and written abstracts of their proposals were presented by each T. Designs were individually evaluated and altered as needed.

Further instruction was given in research design. Ts brought in copies of each test and data collection instrument. Each T was individually helped to establish his coding manual to be completed in his school system.

Module 7: Implementation October 17, 1972 - February 19, 1973

The research projects were continued by the Ts, all at different stages. The emphasis was on data collection and processing. A few Ts had modified designs that became too complicated. The directors and RCs had to work with local systems to make projects more manageable. Progress reports were filed by the coordinators and T. Staff visits and frequent telephone contacts continued to each site.

Module 8: Campus Session III February , 1973

The complete staff and Ts met together, almost around the clock for the weekend. Each T reported his progress to the entire group. Ts were assigned to the Institute staff in groups of three for individual and small group examination of their research tasks, results, and problems. Emphasis was placed on analyses and interpretation of their data. Plans were finalized for those T collecting post-test data. Research report writing was detailed, using the American Psychological Association Publication Manual.

Dr. Roscoe Brown, a Professor from New York University in Education and Minority Studies, discussed the role of the educational developer during one session. He interacted with Mrs. Bernice Reagon, a Howard doctorate candidate in history, with wide public teaching experience, spoke and illustrated her research in oral history in the Black community. Mrs. Margo Barnett, of the Social Work Staff, shared her experience with the Ts in Black communication.

Module 9: Data Processing & Analysis February 1973 - June 1973

Ts returned to their schools with updated flow charts and adjusted plans on collecing post-test data and doing final analyses.

RC and Directors visited each site for this intense period to handle individual problems. Two Ts had the data processed at their home institution, other Ts sent their data to Howard of Michigan for final analysis. This stage required more time than allowed for Ts were not able to complete their final reports before the last campus session.

Module 10: Campus Session IIV June - July 1973

The two-week session was scheduled over three weeks to provide a smaller staff-trainee ratio. Two Ts stayed the entire time, while others staggered their two week on-campus time convenient to their schedules. Each T was at a different stage, precluding many large group sessions.

Individual and small group sessions were spent on presenting data and report writing. A few continued data analysis. Many intensive individual sessions were held for each T, attempting to complete the projects in the allotted period. Several papers were finalized and typed before the end of this module.

Participants were registered as part of the Research Workshop,"Developing Research Priorities for the Black Community," sponsored by the Institute for Urban Affairs and Research, Larry Gary, Director. This conference, held in the same building, was especially relevant for research was presented relevant to urban communities and Black children; several were on topics the trainees had been working on.

Module 11: Project Completion & Dissemination July - December 1973

Papers continued to be typed and distributed. Trainees who were unable to finish their work while on campus continued to be assisted by the directors and research assistants through August. Four trainees decided to submit their papers by August 15 to be juried for presentation at the next annual American Educational Research Association. One paper was accepted and successfully presented at the February meeting in Chicago. Two others were submitted to professional journals. Another paper was presented at the annual meeting of the College Teachers of Reading Association.

In late September, a follow-up questionnaire was sent to each participant. They were asked to evaluate: the model selected; success in implementation of model; role of staff; and impact of UERTI upon their present professional situation.

ADMINISTRATIVE ARRANGEMENTS

Financial Commitments

During the on-campus sessions, each trainee received a weekly stipend of $75.00 plus $15 per dependent to defray living expenses. Each weekend session was considered one-half a week for stipend purposes. They were reimbursed for the actual cost of their transportation for up to four round trips from their homes to the Howard campus.

The Institute provided textbooks, research materials, and supplies to each trainee. Additionally, more expensive research reference books were placed on reserve in the Social Work library. Other materials were duplicated to help build up their professional libraries.

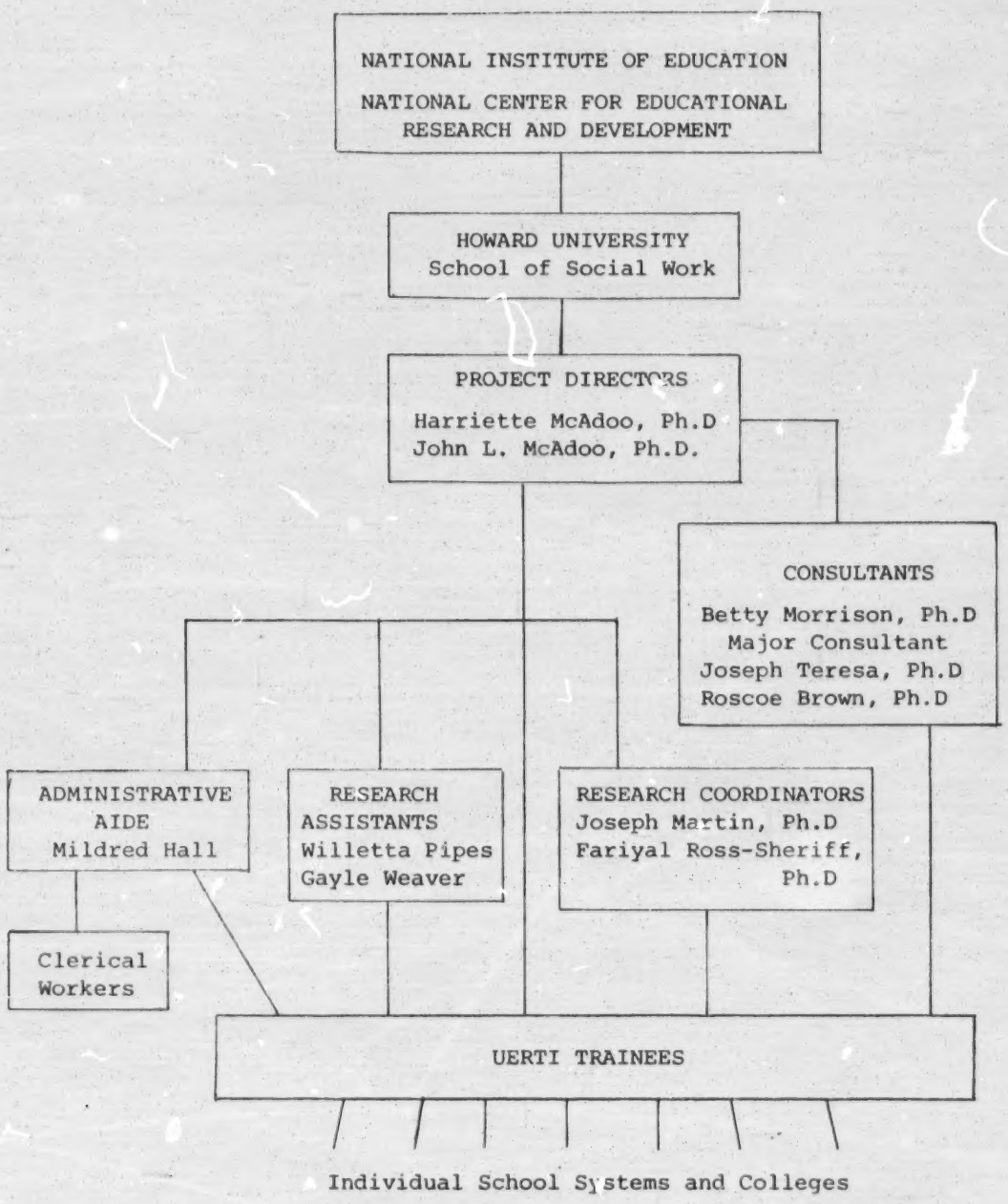
Graduate Academic Credit

In line with the interdisciplinary nature of the project, graduate credit was made available both within the School of Social Work and the School of Education. The trainees were not automatically admitted to these graduate programs, but became special students. The entire UERTI curriculum, however, had to be reviewed and approved by the Curriculum Committees and Deans of each school.

The participants were able to earn a total of twelve graduate creduts upon successfully completing their assignments. Tuition and fees were paid for the trainees.

A very substantial increase in tuition and fees occurred between the time this proposal was approved in 1971 and the completion of the last course in 1973, when fees are paid for special institute students. The project was assessed at the higher level, placing the final cost much higher than the grant could possibly cover. University policy did not allow a reduction in

PROJECT ORGANIZATION



SUMMARY OF CREDIT HOURS AND CLASS TIME

Urban Education Researcher Training Institute Sessions	Institute in Class (Hrs.)	Required in Class (Hrs.)	Credit Hours	Course Title College of Education
				207-200
Part I, Campus, Summer '72		30	2	Intro. to Educ. Res.
(3 wks) 6 hrs/day for 15 days	90			207-205
		30	2	Statistical Methods I
Part II, Supervisory Seminars		30	2	207-206 Statistical Methods II
(Sept. 72-May 73 Seminar - 3 hr/mo Individual Sessions - 2 hrs/mo/person 5 hrs/mo @ x 9 mo 45 hrs.@				School of Social Work
			2	761-302 Field Research II
Part III, Weekend Sessions (1) Oct 72; (2) Jan 73			2	761-393 Field Research IV
	20	30		
10 hrs/weekend: 2 weekends = 20 hrs				
Part IV, Campus Session 73 (2 wks.) 6 hrs/day/ 10 days = 60	60	30	2	743-378 Rsearch, the Black Child
TOTALS	215	150	12	

tuition per credit rate. However, with the cooperation of both the Academic Vice President, the Dean of Admissions and Registration, and the Comptroller, all of the courses were listed as occurring within one semester. This avoided the repetition of several of the fees that could have occurred if the trainees had registered over several semesters. The final bill was still much higher, but it was possible to cover it within grant funds.

The courses that the trainees have earned credits for are:

Course No.	Course Title	Credit	School
207-200-04	Introd. to Educ. Research	3	School of Education
207-205-04	Statistical Methods I	2	School of Education
207-206-01	Statistical Methods II	2	School of Education
761-302	Field Research II	2	School of Social Work
761-393	Field Research IV	2	School of Social Work
743-378	Res. and the Black Child	2	School of Social Work

All six of these courses were offered during the spring 1973 semester.

The three Howard students who particpated in the project, paid their own fees and tuition.

Living Accommodations

Participants, and some staff, lived during the summer sessions in Howard dorms. This was convenient to the library and classrooms, with the majority able to walk to sessions. Some of the participants did experience some discomfort, being accustomed to less spartan environments. Almost all were able to adjust and found the change of routine pleasant. The first summer's dorm was not as nice as the new one made available during Session IV.

The weekend sessions were held in a local hotel that had given us a low student rate. This was convenient, cut out distractions and allowed some groups to work together until early in the morning.

EVALUATION OF UERTI

The project evaluation was based upon five of the goals and objectives:

a. The degree to which the trainees developed competence in the areas of research design, statistics, proposal and report writing;

b. The degree to which the trainees developed a positive attitude toward the use of research and evaluation within the educational process;

c. The degree to which the goals and objectives of each learning session and the goals of each day as perceived by the participants;

d. The degree to which the projects developed in each individual trainee a sensitivity to appropriate and inappropriate research conducted within the non-white community;

e. An assessment of the impact of the UERTI program on the participants' professional development.

DATA COLLECTION

Data to aid in the evaluation were gathered at several points in the project, as shown below in the chart:

Campus Sessions			Research Competence	Attitudes to Research	Project Implement.	Impact Assess.	Sensitivity
June 72	I	First day	x	x	Daily		Continuous
		Last day	x	x	for each		
Oct 72	II		x	x	session		
Feb 73	III			x			
July 73	IV	First day	x	x			
		Last day		x			
Oct 73				x		x	
Sep 74						x Planned	

Emphasis was placed on formative evaluation. Procedures were set up to enable the staff to receive daily feedback from each other and the trainees, to allow for program adjustments to meet immediate trainee needs.

RESEARCH COMPETENCE

An examination covering statistical concepts and research design was given following orientation. Trainees were also given a take-home exercise in proposal writing (see Appendix C).

As expected, there was a tremendous range of skills demonstrated by test performance, in spite of the requirement of previous research courses or experience. Trainees were particularly weak in research design and proposal writing. Skill in statistics ranged from poor to adequate. Each trainee had a conference on the second day with his seminar leader to go over the results, identifying areas of strengths and weaknesses. Where indicated, plans were made for individual assistance. Lectures and seminars were modified, with more time allowed for basic instruction than originally planned.

The examinations were again administered to the entire group at the beginning of the first week-end session. The trainees showed a marked overall increase in skills, especially on the statistics test. On the first exam a low mean score of 20 was obtained, with a wide range from 11 to 34 points. On the October exam, a much higher mean score of 32.43 was obtained, with an even wider range, from 15 to 50 points. Individual increases ranged from one to 22 points, a mean increase of 11.78 points. The highest initial scores were made by trainees who had had recent graduate training. The largest increases were obtained by those who had jobs that were chiefly administrative or were frequently involved with numbers.

	Statistics Exam	
	June 72	Oct 72
Range	11 - 34 = 23	15 - 50 = 36
Mean	20.0	32.43
SD	7.27	10.93

The original evaluation plan involved a post statistics and research design test, to provide data for summative evaluation. However, the participants became so extremely anxious about the exam during the week prior to the testing that the staff decided that to proceed with the plan was counterproductive. Instead, the time scheduled for studying and testing was used to complete the projects. The staff felt that assessments had been sufficiently made of trainee progress at various points to give both the staff and participants a clear indication of progress being made. The trainees had developed research and statistical skills sufficient to complete sophisticated research projects. It was therefore felt that the successful completion of the research process was observable behavior that could be used to test the mastery of the project research competence objectives.

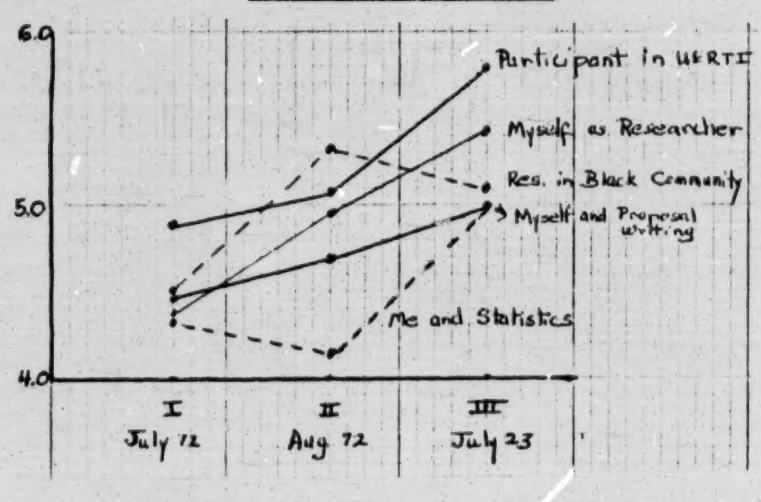
The students were able to markedly improve their research design writing skills. On the first exercise, in which they were asked to design a compensatory reading program for their system, the trainees almost uniformly exhibited very limited skills. Some even turned in blank papers. Two weeks later they were able to perform better. The interim criterion was met with with the successful completion of their own research proposals. The final criterion was fulfilled with the actual completion of their research project and dissemination to participants and their local institution. Wider professional dissemination is noted under Significant Project Events.

The caliber of the final reports, in contrast to the earlier writing attempts, is eloquent evidence of the skills involved in completing the research cycle that were gained by the participants.

ATTITUDES TOWARDS RESEARCH

At the indiated points in time, the participants were given a semantic differential form to measure their perception of five concepts of the research training process. Only one factor was used, generally termed attitude evaluation. The five relevant concepts selected were attitudes towards: (1) me and statistics; (2) me and proposal writing; (3) me as a researcher; (4) me and research in the Black Community; and (5) participation in UERTI. Each concept was constructed with 32 adjective pairs, each with a range of 1 to 7.

Participant Attitudes



On the first administration, the participants held similar attitudes towards the five concepts; all of the mean scores were within the middle range. The mean attitude scores for each concept became more positive over time, yet the changes were nonsignificant. The lowest initial scores were towards research and statistics. The highest overall scores were towards participation in UERTI. The most positive changes occurred in attitudes toward research.

MEAN SD ATTITUDE SCORES

	July 72	Aug 72	July 73
Statistics	4.32	4.18	5.00
Proposal W.	4.46	4.77	5.00
Researcher	4.35	4.95	5.44
Res. Black Community	4.50	5.36	5.10
UERTI Part.	4.89	5.09	5.78

The overall UERTI experience appeared to have had a positive impact on their attitudes towards the major concepts stressed in the project.

IMPLEMENTATION OF MODEL

The participants were asked to fill in an anonymous Post Session Reaction Sheet at the close of each daily and weekend session (see Appendix C). The short questionnaire asked for a quick evaluation of the organization, content, delivery of information, and staff effectiveness during each day. They were asked to indicate their personal involvement, effect level, and comfort within the process. Open ended questions asked for suggestions on changes and staff actions that would be helpful during the next day.

The four staff members met daily, from 4 to 5 p.m., during the first two weeks, to go over the reaction sheets, exercise sheets, to share information about the participants, and to make any indicated changes in the next day's plans. During the third, and subsequent weeks, the meetings were less frequent as emphasis shifted from the large group to seminar and individual planning.

Detailed progress reports were made bimonthly by the research coordinators on each trainee. The specific progress being made in the research plan, problems encountered, and assistance desired from project staff were noted.

Every quarter the trainees were given a progress checklist, for them to check specifically where they were on their flow charts. Numerous phone calls were made to all of the participants.

As the staff and trainees became more familiar with each other, any criticisms and suggestions were freely exchanged. Very warm feelings developed among all involved. Friendships were found and lost, cliques developed and changed, and all became teachers at some point. All involved were often at wits end under the pressure of possibly over-ambitious tasks.

SENSITIVITY TO RESEARCH IN BLACK COMMUNITIES

The desired sensitivity to research needs of the Black and other non-white communities developed from the group process, from lectures, guest speakers, and from involvement in the Black Research Institute held during Session IV. Article reprints, bibliographies, and campus resources were made available. Several cultural events were attended as a group, the D.C. Black Repertory Theatre; Black Dance Ensemble, and events brought to Howard. All of these elements became immersed in the overall process of the institute.

FOLLOWUP: IMPACT OF UERTI

Three months after the last session, a followup questionnaire was sent to each participant to have them give their perceptions of the impact that UERTI had had on them. The forms were filled in anonymously. Thirteen of the final seventeen responded.

Instruction. The overall impression of the participants was very positive. On an open ended question, only positive responses were given. Their opinion of the project organization was positive; 62% felt it was very good or good.

Organization:	f	%
Very good	5	38
Good	3	23
Good, more time needed	3	23
Improved over time	1	8
Poor	1	8

When asked to rate the different instructional formats, more (54%) preferred the individual conferences, followed by the small group seminars.

Instruction Preferred:	f	%
Total group	2	15
Small group	4	31
Individual Conf.	7	54
	13	100

Most felt that the material covered in the project was about right, but that the pace was too fast.

Material Covered:	f	%	Pace:	f	%
About right	8	62	Too fast	9	69
Too much	3	23	Too slow	1	8
Too little	2	15	About right	3	23
	13	100		13	100

These responses are probably due to the increased content that was incorporated as a result of the pretests, that showed a great unevenness in entering skills. They were indeed required to absorb a tremendous amount of material.

The trainees were asked to evaluate the extent of communication with the project staff; the responses were varied, but were generally positive.

Communication:	f	%	
Excellent	2	15	69%
Very good on campus, less so in field	1	8	
Good	6	46	
Fair	3	23	
Improvement needed	1	8	
	13	100	

Aspiration for Additional Training

When asked if they intended to obtain additional research training, 11 (85%) said yes, one was doubtful, and one didn't know. Of the 11, 3 wanted to enter doctoral programs in educational research; 3 wanted additional graduate design and statistics courses; 3 wanted to continue, but didn't know into what program; one wanted to enter manpower development research; and one wanted to continue in UERTI, if possible.

Impact on Job

One objective was to obtain a measure of trainee perceptions of project impact on their job within the school setting.

Impact?	f	%
Yes	8	62
No	5	38
	13	100

Those who felt an impact were asked to elaborate. Some of the responses are quoted below:

- Colleagues respect me more concerning research
- Has shown them that my services can be diversified
- Has helped me to formulate the curriculum and make changes in the special education department
- I have been promoted as a result
- I am using the statistical concepts in two of my courses I'm teaching
- I have a possibility of a publication
- My greater knowledge of research design and statistics is reflected in my day-to-day operation
- No effect on my job, but it has had an impact on my professional goals.

Four trainees indicated a major shift in job status in the three months following the last session. One was promoted, one entered graduate school full time, onehad an agency reorganization, one gave a vague response. Another trainee anticipated a major shift in the near future. The first two shifts were felt to be related to UERTI.

When asked if their school system would like to have other staff participate in similar programs, 8 (62%) said yes 2 (15%) were doubtful, and 3 (23%) didn't know. These eight respondents in all likelihood were the same 8 who felt participation has had an impact on their jobs.

A loaded question was asked, knowing what you know about UERTI, would you do it again?

	f	%
Yes	11	85
Maybe	1	8
No	0	0
No Opinion	1	8
	13	100

The trainees went on to give very personal reasons of what they felt they had gained from the project, why they would like to repeat it, and their aspirations for additional training.

When the trainees were asked to suggest content, in addition to the standard statistics and design, to be included in future training programs several suggestions were made. The responses were weighted and ranked.

Courses	Rank
Group Dynamics	1
Administrative Theory	2.5
Computer Programming	2.5
Speed Reading	4
Politics of Research	5
Black Culture	6
Yoga, to relieve tension from projects	7

Preferred Training Format

Several models for research training, different from UERTI, with different time organizations, were outlined for them to select according to their own situation. 46% felt that six weeks on campus was preferable, followed by 31% who desired a full year on campus.

The reasons given for these two choices, also reflected the earlier response on pace, that indicated the majority felt that instruction went too fast. All eleven respondents indicated a desire to delve into their projects to a greater extent. They felt that there was too much to learn in so short a period of time.

Preferred Format:	f	%
Six weeks on campus, with follow-up seminars at home setting	6	46
Full year on campus	4	31
Three weeks one summer, two the next, with no in-between sessions	2	15
Two weeks each for 2 summers, no interim contact	0	0
Weekend seminars on campus	1	8
	13	100

Several trainees felt conflicts between the research tasks and their jobs. The trainees from one school district were freed during the first summer, but because of staff cutbacks, they were not allowed to be released from work full time for the last session. They were then forced to juggle UERTI and job demands at the same time. These trainees felt double strain.

The majority of the respondents indicated the training formats should have sufficient time to allow intensive work, with continuing project liaison over a period of time with their local systems.

Lastly, the participants were asked to describe, in detail, the effectiveness of each staff member. The responses were ego-enhancing for each person on the project staff. Some very specific comments were offered about each person, becoming valuable feedback.

This followup will be repeated in October, 1974, a year after the project was completed, to further assess the impact of UERTI.

SIGNIFICANT EVENTS OF PROJECT

a. One study report was selected for presentation at the 1974 annual meeting of the American Educational Research Association. The paper presented an evaluation of the information utilization process within target schools within the District of Columbia.

b. Two participants have been accepted into doctoral programs. The two social work students have entered law school.

c. Several trainees have transferred the credit to apply to other graduate programs. Two have received Master's degrees; one is nearing completion.

d. One participant has received a substantial promotion, as assistant director of research and evaluation. She feels that the skills she gained in the Institute were a key factor.

e. One of the studies could be considered major efforts, particularly the survey on mental retardation in Mobile County Public Schools, and the reading survey designed to investigate remedial reading problems of freshmen in one of the schools in North Carolina

f. One T is being considered for a position of Director of Preschool Programs. The T feels that this is due to experience she has gained in proposal writing and research techniques from UERTI. T is now being used as resource person for others in her system in research development skills and program administrator.

g. One school system is especially pleased at the guidance evaluation being conducted by T. It is felt that they will be better able to increase accountability to this community.

h. One T has given a speech, on the project she is conducting, to social work and guidance personnel of her system. This was well received.

i. Most of the school systems have been highly supportive of efforts of Ts and have been open to suggestions from our staff. Early approval was received from most systems; assistance was provided to administer and score test and complete coding.

j. One of our RCs, Dr. Ross-Sheriff, presented a seminar on research in preschool and elementary schools to the Washington, D.C. Ts. This event was well received and widely publicized to the Research Staff by Dr. Cooper, Supervisor of Research. The resulting goodwill has tended to alleviate some of the anxiety of D.C. Ts and has generated good relations in an office that has often been tense, due to pressures placed on its staff by strike and press to prepare data as the result of court orders.

   Dr. Sheriff repeated the seminar on Howard's campus and drew students from Social Work, Sociology, Nursing and a local child development center. Again, there was a positive response, helping publicize the Institute. Announcements were distributed on the campus.

k. Two research reports are being submitted to their respective professional journals for consideration and publishing.

SUMMARY

IMPACT OF UERTI ON HOWARD

One of the objectives of UERTI was to increase the research training capacity of Howard. One of the more interesting revelations that came to the project directors is the type of role the research training coordinator must play in facilitating his program through the university. He must be prepared to be a change agent. The greatest impact was as a stimulus on the administrative implementation of grants within the particular school and university as a whole. The school had not had a similar grant before, so new procedures were developed as we proceeded through the various stages of the grant. Policies were instituted overnight or changed. Meanwhile, a general reorganization was in process on both the school and university levels. The directors often found themselves the unwitting victims of tension from school-university interactions. At the end of the three years, many of these problems have been worked out, providing subsequent grants with a much easier job of implementation. The directors have worked with other faculty members who are obtaining grants, to guide them over some of the pitfalls we faced.

It should be noted that the central administration of Howard was very supportive during this traumatic period, providing alternatives to ensure successful, even if late, completion of this project.

The grant facilitated interdisciplinary thrusts that have been given priority at Howard. The School of Social Work and College of Education worked in implementing the program. The research faculty from the two schools were able to compare similarities and differences between their program and the UERTI program. As a result, the curriculum committees of both schools supported the UERTI program. The directors and trainees became involved in the

efforts of the Institute for Urban Affairs and Research, directed by Lawrence Gary, through seminar attendance and on an informal supportive level. The directors became involved in several cross-university task forces that grew out of the experiences of running the Institute: the planning of the Urban Research Institute; development of curriculum for the new School of Human Ecology; the implementation of the research curriculum in the new graduate program of handicapped children, and the Research on Human Subjects group. One director became intimately involved in the complete overhaul of the research granting procedures for the entire university, helping to develop a new procedure handbook for future funding efforts. We feel that grants following this one will be facilitated as a direct result of our efforts.

RECOMMENDATIONS FOR FURTHER MINORITY RESEARCH TRAINING EFFORTS

The need for training efforts, such as this one, has increased rather than abated in the past three years. As the Black enrollment in graduate programs has not appreciably increased, the need for trained, experienced, minority researchers has increased. The existing full-time graduate programs are not able to meet the training needs of experienced educators, with career and family responsibilities.

The model tested here, of a short period of intense training, with local on-site supportive follow-up, ending with another intensive training period, was an attempt to meet the needs of this professional. Our experiences, and the responses of participants, indicate that the model could be effectively modified to provide training to the educators, while they were able to update the research in urban school systems.

More time is needed in the initial on-campus session to effectively meet the needs of such a wide range of previous resarch experience. The initial period should be four or five weeks.

The weekend sessions were very effective and output was high. They were valuable reinforcers for the research efforts and should be continued.

The concept of clustering trainees within select school systems worked effectively. They were supportive presences for each other. More group efforts could have relieved some of the strain.

Expectations must be kept realistic. One cannot prodce highly proficient graduate researchers in six weeks, spread over two years. Trainees, and their school systems, often attempted to produce major efforts that were beyond the scope of the training design.

The wide training and experience ranges would need to be controlled. Extrmeely high entrance requirements of previous research training would mitigate the underlying value of this project. However, very careful screening would help select the highly motivated, professionally upward mobile minority person, who, regardless of previous research courses, appears to benefit most from this experience.

The great effort in mounting a training program is lost unless some continuity of additional programs is able to benefit from the mistakes and successes of the one being completed. A systematic debriefing of project directors may prove invaluable for further plans for minority research training. Contact should be maintained with minority researchers where institutional support for research training programs have been established. Further efforts

should be built upon the base that now exists at Howard, using the many faculty members who have now begun the coordinated effort of effective research training.

The need for well trained researchers who are sensitive to the needs of Blacks and other minorities is continuing and every effort, using a variety of models, should be instituted to increase this manpower pool.